

DOCUMENT RESUME

ED 144 101

CS 203 629

AUTHOR Donlan, Dan
TITLE The Affective Goals of Continuing Education.
PUB DATE Feb 77
NOTE 15p.; Paper presented at the Annual Meeting of the California Association of Teachers of English (19th, Los Angeles, February 18-20, 1977)

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS *Affective Objectives; *Articulation (Program); Educational Objectives; Elementary Secondary Education; English Curriculum; English Education; *English Programs; Higher Education; *Inservice Teacher Education; *Language Arts; *Program Coordination
IDENTIFIERS *Taxonomy of Educational Objectives

ABSTRACT

This paper presents a case study of English-program articulation from kindergarten through college level, emphasizing David Krathwohl's taxonomy of educational objectives and inservice education programs developed jointly by departments of education and school districts. Using Krathwohl's sequence--receiving, responding, valuing, forming a value complex, and acting in consistency with the value complex--the teachers and administrators in the case study, who were involved at specific educational levels, became aware of each other's problems, as they all worked to reach a common goal: unification of the English language arts curriculum from kindergarten through the college level. (RL)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

The Affective Goals of Continuing Education

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Dan Donlan

Dan Donlan

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
THE ERIC SYSTEM CONTRACTORS."

University of California, Riverside

ED144101

The five levels of affective operation described in Krathwohl and others (1964) taxonomy--receiving responding, valuing, value complex, acting in consistency with value complex--are almost sequentially developmental. So, the taxonomy can be an attractive theoretical base for program development, particularly inservice education, which deals fundamentally with emotions, attitudes, and values. In the next few paragraphs, I would like to describe an inservice program in English that was organized according to the Krathwohl taxonomy.

Why Inservice for English Teachers?

CS203629

With the alleged "declining market" for beginning teachers, departments of education realize the necessity of gradual retreat from preservice education accompanied by regrouped forces for inservice education. Since inflation, politics, and decreasing school population preclude expanding many more frontiers in education, at least for the present, school districts are looking inward to see if they can do a better job more economically. With departments of education and school districts both under stress, might they not ameliorate their situations through symbiosis.

With symbiosis, departments of education contribute scientific and theoretical expertise to the solution of problems in school districts.

Likewise, school districts contrivute the field for continued research and development, plus a continuing reminder of realness. Working together, departments and school districts are limited only by their imaginations.

Literature on such cooperative projects is legion (Donlan, 1973). The Committee of Ten, a productive cooperative effort in the late nineteenth century, is as vital a reminder as the more recent TTT. Both of these programs were consciously planned and implemented efforts at continuing education, that is the education of teachers securely employed. The term consciously sets these projects in contrast to the all too common hit-and-miss programs (Donlan, 1975) that can at best achieve ephemeral ends. Schools and school districts with problems to solve must develop long-range goals and articulated efforts to reach the goals. Departments of education can assist not only with the development of goals but also with personnel to carry out the goals.

Affective Goals are Vital to Success

Several months ago, I conducted a one-day writing workshop which became a nightmare. One teacher stated flatly that she didn't want to participate in any of my activities and didn't feel she had to. Three other teachers subsequently left the room. The rest stared hopefully at the wall clock. The problem: the principal had intimated the group was "ready to learn"; the department chairman informed me, later, that the group was hearing me under duress. Unfortunately, too many inservice programs are planned thoughtlessly, expediently, insensitively.

Teachers' feelings are vital to the success of inservice education. First of all, teachers should want inservice education. If they don't "feel the need," they cannot receive the program. Second, teachers must be provided the opportunity to respond to the process and content of the inservice program while the program is in operation. Third, teachers should do something as a result of having experienced the program. This doing involves three stages: (1) pulling out program content that would be helpful in solving their instructional problems (valuing), (2) developing a plan for using content in a new or revised classroom strategy (value complex), and (3) putting the plan into action (acting in consistency with value complex).

Such an inservice program can work: it did.

A Case Study in Articulation

The California Association of Teachers of English (CATE) has within the last two years established regional commissions to confront issues and problems in English education. Each commission is comprised of representatives from elementary, secondary, and higher education. Each commission has a focus and a mission to accomplish. One such commission, The Articulation Commission, demonstrated the principle of symbiosis with positive effect by establishing a continuing education pilot program on articulation that evolved in five stages, parallel to the levels of affective development described in the Krathwohl taxonomy.

Why Articulation as a Focus?

The present state of English curricula, resulting not only from the now legend "decade of change" but also from the social, economic,

and political influences of the 1970's is pregnant with dilemma. Today's teacher is confronted with conflicting research in linguistics, reading, and composition. In addition to disparate curriculum models that compete sometimes within the same department, teachers contend with an increasing number of commercially programmed and packaged materials and a decreasing budget with which to purchase them. The burgeoning of elective courses has made English dynamic and provocative, but sometimes at the expense of developmental sequence. Conflicting approaches to "grammar" have relegated language study to the arena of the ambiguous. It was felt, consequently, that a crucial issue might be the articulation of the English language arts, kindergarten through college.

History of the Articulation Commission

In January of 1975, members of the Articulation Commission of CATE prepared a series of basic questions for consideration at an open forum at the 1975 state conference. The forum was well attended; many teachers expressed concern over what appeared to be the proliferation of English curricula and the need for establishing basic program guidelines. Compiling the comments from those attending the forum, the Articulation Commission met once every three weeks to draft some plan or program to ameliorate the problems of the English language arts curriculum about which so many teachers had expressed concern. By June the project was planned; by January it had been fully implemented.

Whatever project emerged would face certain constraints. First, the geographical distribution of the Commission members, primarily from southern California, demanded that the project would have to be narrow

in scope. Second, lack of funds demanded that the project would have to be effective without being expensive. Third, because of the first two constraints, the project would have to have universal application if it was to have state-wide impact.

Establishing Goals

With the cooperation of three school districts and four institutions of higher education, the Commission developed five goals for the project:

1. Project participants will become aware of crucial problems facing English education and the historical reasons for them. [receiving]
2. Program participants will relate their professional experiences to the crucial issues, putting them in perspective. [responding]
3. Program participants will identify appropriate features for an effective, well-articulated program in English language arts, kindergarten through college. [valuing]
4. Program participants will develop a program for effecting language arts articulation. [value complex]
5. Program participants will carry out and evaluate their articulation program. [acting in consistency with value complex]

1. Receiving

Background and Review

During the first two phases of the Project, participants met Wednesday afternoons at a local high school. The first five Wednesday afternoons were devoted to somewhat formal presentations focusing on crucial issues facing English education. What follows are outlines of three of the five presentations, together with the focusing questions the participants used as they responded to the presentations:

Presentation	Focus	Content	Focusing Questions
1 Course Instructor	The Disintegrated English Curriculum	1. Superfluity of methods and materials 2. Future shock 3. The English teacher as a social and political target 4. Fielding criticism from both the right and the left 5. The embattled pupil	Where do I stand with respect to articulation? What am I now doing to help?
2 Course Instructor	Historic Attempts at Articulation	1. Commission on the English Language Arts 2. Project English 3. Dartmouth Conference 4. APES	What are the problems of articulation within my school? Which of the modern curriculum models are used at my school?
3 Course Instructor	What's happened to the Developmental Writing Program?	1. Research in composition prior to 1963 2. Studies on transformational grammar and sentence combining 3. Rhetoric of the sentence and the paragraph 4. The case study approach to research in composition 5. State and national assessment and the implications	What aspects of composition am I now teaching? What happens when my students leave my classroom?

2. Responding

In discussions following each of the five presentations, participants discussed their professional problems, addressing themselves to the focusing questions.

3. Valuing

The next five Wednesday afternoons were taken up with the third phase of the continuing education project, identifying appropriate features of an effectively articulated program in English language arts. This third phase consisted of these tasks:

1. Determine what the content of the English language arts curriculum would be and what specific processes students need to learn in order to achieve the content.

The class was divided into three parallel groups to consider this question. Each group had representation from elementary, junior high, and senior high school. The chairpeople of each of the three groups collated the three reports into a content-process grid that was used as a basis for the later tasks. Here is a portion of that grid.

Content	Process					
	Speaking	Writing	Listening	Valuing	Experiencing	Reading & Thinking
Language grammar usage/ dialect	(e.g.) stress, pitch	(e.g.) letter forms	(e.g.) focusing attention	(e.g.) appreciating unique features of English	(e.g.) being understood	(e.g.) making analogies
punctuation	enunciation	letters, words, phrases, sentences	judging intent			problem solving
spelling	one-to-one conversation	using appropriate English	recalling		fun with words	development of self-criticism

Content	Process					
	Speaking	Writing	Listening	Valuing	Experiencing	Reading & Thinking
Language						
dic- tion- ary	group discus- sions	express- ing self	following directions	select- ing ap- propriate forms	using language for specific effect	recogni- tion of distinc- tive styles
his- tory	non-ver- bal lan- guage					

2. Determine the values of an English language arts curriculum for students at all grade levels.

Again working in three parallel committees, participants listed general values and values specific to each grade level. The values were generated from the content-process grid. As with the first report, the three chair-people collated the three lists into one.

Topic: What are the values of the English language arts curriculum?

As with the first report, three groups worked independently on this inventory of values. What follows is the compilation of the three reports.

I. General Values (K-12)

- A. Development of self-understanding and understanding of the world
- B. Development of communication skills to function productively in a world of change
- C. Development of the imagination
- D. Development of a code of ethics
- E. Development of an attitude of open-mindedness

II. Specific Values

A. Grades K-3

1. Acquisition of reading skills
2. Provision of a vehicle for socialization
3. Encouragement and opportunity for self-expression
4. Respect for oral language

B. Grades 4-6

1. Expansion of A 1-4
2. Expression of self through writing
3. Identification with the experiences of others
4. Appreciation of literature
5. Respect for written language
6. Exploring moral decisions

C. Grades 7-8

1. Extending A 1-4 and B 2-6
2. Accommodating different points of view; expressing different points of view
3. Accepting differences in personal identities
4. Determining degrees of quality by reading and listening
5. Understanding group identity
6. Understanding personal and social responsibility

D. Grades 9-12

1. Refining above
2. Developing critical evaluation
3. Manipulation of language, including structure
4. Establishing personal and social responsibility

3. Determine the major goals of an English language arts curriculum. In other words, what should a graduating high school senior know and be able to do?

Task was performed in a manner similar to 1 and 2.

Although these subjective impressions reflect the enthusiasm of the moment, one should also consider the long-range effects of the program.

(1) District policy making is sensitized to the range of differences existing kindergarten through high school. (2) Teachers, working together, view curriculum not only as a product but also as a continuing process. (3) Primary and elementary school teachers visualize the long-lasting effects of their influence upon the educational futures of their pupils. (4) Conversely, secondary school teachers build on the earlier experiences of their students, rather than negate these. (5) Teachers at all levels possess patois with which to discuss educational problems.

4. Given a particular motivational device, determine how a classroom activity might be generated at varying grade levels.

Group I took the rhyme "Mary Had a Little Lamb," and showed how it might be approached differently at each grade level.

Group II began with the concept of the two-word sentence and developed language and composition activities at each grade level.

Group III used a Norman Rockwell painting to stimulate discussion and writing at each grade level.

Groups I-III developed a graded sequence of activities for the film "A Chairy Tale."

4. Value Complex

At this point, the program participants set up a plan for effecting language arts articulation in the La Habra Valley area. Here was their program:

1. Each participant will publicize the completed articulation report (Goals 1-3), making copies available to building and department colleagues. Administrators at each school will be approached for scheduling meetings to facilitate this "reporting back."
2. The Project participants cooperatively will attempt to plan and implement meetings on the district level to publicize the Project, especially seeding to involve those schools in the area that had not participated in the Project.
3. At the district-wide meetings, a specific articulation policy will be established: working from the bottom up. Under this plan, junior high schools plan objectives and programs on what the elementary schools have achieved. High schools, in turn, build their programs on what the junior high schools have achieved. And community colleges, the high schools.
4. Regular district meetings, conferences, and workshops will be held to work on these issues:
 - a. Testing
 - (1) High school tests in reading, grammar, and composition need to be articulated with the content of the eighth grade English program.
 - (2) Tests given in the sixth through eighth grades need to be articulated with the work done in the elementary grades.
 - (3) To facilitate testing-articulation, a liaison committee of building and departmental representatives is to be developed.
 - b. School to School Differences
 - (1) Foster closer working relationships among teachers at different schools with different educational philosophies.

- (2) Focus here on articulation between grades 8 and 9 and between 6 and 7.

c. High School Expectations

- (1) Meetings hosted at high schools to discuss language arts education for students attending college and those not attending college; these meetings are to sensitize elementary and junior high school teachers about what senior high school teachers want to accomplish--and vice versa.
- (2) Plans to be made at district level to avoid duplication and needless repetition. Plan major units of curriculum in developmental sequence, if possible.

5. Acting Consistently With the Value Complex

Having developed a program for articulation, the program participants are currently implementing their plan. In addition, copies of their report were sent to each county schools office in the state in hopes that other school attendance areas can work to solve problems in language arts articulation.

* * * * *

How do the participants feel about articulation as they implement their own program? Here are only a few of their responses:

"Working at the lower end of the spectrum, I really was unaware of the many and varied approaches to which children are exposed."

"The (program) has reaffirmed the professional attitudes and interests of teachers in helping students reach an effective level of communication and self-realization."

"I've learned much and also expanded my perspective as to what takes place in the lower grades."

"I gained valuable insight into the ability levels of students at each division of education."

"It is always worthwhile to focus periodically on the long-range objectives of our profession."

"It was one of the few occasions where I have had an opportunity to discuss curriculum in a meaningful way with teachers working at various grade levels."

-----and aren't the most important products and processes of continuing education communication and understanding!

Though important, these subjective reactions reflect the excitement of the moment. But what about long-range values? First, as the group continues to implement its plan, district curricular decisions are made thoughtfully, not expediently. Second, primary and elementary teachers are now more keenly aware of their long-term impact on students in the secondary grades. Third, secondary and college teachers are sensitized to the instructional problems of teachers of lower grades. Fourth, district administrations reading of the project appear willing to apply the model. Fifth, a serious attempt has been made to unify an exciting, yet frustrating, English language arts curriculum.

REFERENCES

- Donlan, Dan. In-service Education: the Keys to Success. Paper delivered at the 1975 Conference on English Education, Colorado Springs.
- Donlan, Dan. Schools, Colleges, and Curriculum. English Education. 1973, 4, 181-192.
- Krathwohl, David and others. Taxonomy of Educational Objectives: Handbook 2, the Affective Domain. New York: David McCay, Inc., 1964.